DOCUMENT RESUME

ED 248 347 CE 039 626

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TITLE Early Childhood Education 191. Practicum. CDA Training Material.
INSTITUTION Bellevue Community Coll. Wash.
SPONS AGENCY Washington State Commission for Vocational Education, Olympia.
PUB DATE 79
NOTE 23p.; For related documents, see CE 039 627-628.
PUB TYPE Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Child Care Occupations; Competence; Competency Based Education; Day Care; *Day Care Centers; *Early Childhood Education; *Field Experience Programs; Guidelines; Job Skills; Job Training; Learning Activities; *Occupational Home Economics; Pacing; Portfolios (Background Materials); Postsecondary Education; Records (Forms); Two Year Colleges
IDENTIFIERS Child Development Associate

ABSTRACT

This booklet is designed to assist students participating in supervised training experiences at the primary or preschool levels in such settings as a day care center or Head Start agency. The purpose of this document is to adapt the content of the Early Childhood Education courses at Bellevue Community College to a competency based program such as the Child Development Associate (CDA). Included in the first part of the booklet are a trainee information form, a trainee self-appraisal form, a training plan sheet, and observation forms to be filled out by parents and supervisors. The remainder of the guide consists of 10 guide sheets, each of which discusses one of the practicum's 10 objectives and includes an objective statement, a CDA competence equivalent, a list of activities for the trainee, and descriptions of materials to develop for inclusion in a trainee portfolio. Appended to the booklet is a bibliography of materials about and for use in early childhood education programs. (MN)

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BELLEVUE COMMUNITY COLLEGE
Bellevue, Washington

EARLY CHILDHOOD EDUCATION 191

PRACTICUM

CDA TRAINING MATERIAL

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Developed by Wendie Bramwell

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Revised 1979

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EARLY CHILDHOOD EDUCATION 191

PRACTICUM

Course Description

Supervised learning experiences in a specific school situation at the primary levels or preschool, day care center, or Head Start agency. Participation will be closely supervised by a qualified instructor. Prerequisite: five hours in EcEd or permission of instructor.

Purpose

The purpose of this material is to adapt the content of the Early Childhood Education courses at Bellevue Community College to a competency based program such as the CDA (Child Development Associate). This material was developed with the assumption that the trainee will take primary responsibility for his or her own training. There is a need for guidance, observation, and advice from a supervisor who is familiar with both the material in the course and the background of the trainee. Hopefully, the use of this material will result in a highly individualized training program for people working with young children.

The learning activities have been designed as suggestions for ways to meet the objectives. The instructors together with the trainees will hopefully develop their own activities to meet the needs of their students. We would appreciate it if others who use this material would share their learning activities. In that way, this curriculum packet could continue to grow and become a viable, challenging addition to Early Childhood Education programs.

Wendie & Gloria

Early Childhood Education 191
Practicum

CDA TRAINEE INFORMATION

1. Review the course objectives and the CDA competence equivalents and familiarize yourself with the type of activity that is expected of you.

2. Fill out the information form for CDA trainees.

3. Rank the ten course objectives on a scale of 1-5 indicating which ones you feel you need the most and least training, 5 indicates a lesser need. This ranking should take into consideration the material that was generated as a result of the self assessment process. This ranking should help prioritize your work as well as give you some indication as to how many activities need to be completed.

4. Some work needs to be completed under each objective. Complete as many activities under each objective as is necessary for you to achieve competency. This number should be determined by both the trainee and the supervisor. The activities should be used as suggestions for the type of activity that might satisfy that objective. Be creative--try to develop your own activities that more aptly suit your needs. Discuss your ideas with your supervisor.

5. Once you have ranked the objectives and selected activities, fill out the training plan indicating your activities for the quarter. Share the information with your supervisor and discuss each of your roles for the quarter.

6. If your activity involves an observation by the supervisor, both of you need to complete the appropriate observation forms that are available.

7. If your activity involves a written report or notes of some kind make sure that you review them with your supervisor and that you both agree and sign the appraisal form for a non-observation activity.

INFORMATION FORM - CDA TRAINEE

Name_____ Home Phone_____

Address_____

Name of Agency or Center Where You Work_____

Address of Agency_____ Your Position_____

Number of Years in Position_____ Number of Years in Agency_____

What other employemnt experiences have you had with young children?

	Date	Position
1.		
2.		
3.		

What is your career goal?_____

Circle the highest grade completed: (8 or less) (9) (10) (11) (12) (Beyond)

Do you expect to earn a degree?_____ In what?_____ When?_____

Please indicate your college experience:

Institution	Course Taken	Date Completed	Credits

Other Training:

Course or Training Program	Sponsored by	Date	Hours

Early Childhood Education 191

SELF APPRAISAL--CDA TRAINEE

Rank the course objectives for 191 on a scale of 1-5:

COURSE OBJECTIVES	1	2	3	4	5
The student will learn: 1. To emphasize extended learning experience and the further use of skills in the areas of music, dance, creative movement, and puppetry.					
2. To be able to state the goals of the curriculum and experiences one is presenting.					
3. To utilize bulletin boards and related visual material for children and parents in the classroom.					
4. To evaluate one's strengths and weaknesses, and educational beliefs.					
5. To become familiar with audio visual devices currently in use in EcEd centers.					
6. To understand the goals of two EcEd models.					
7. To develop a comprehensive lesson plan for one month with one week in detail.					
8. To participate in the classroom seven hours per week with young children under supervision.					
9. To be aware of each child's individual differences.					
10. To keep a log of weekly practicum experiences - 3 will be required.					

EcEd 191 CDA Trainee

Training Plan

Trainee's Name_____ _____Date_____

Supervisor's Name_____

Course Number and Title_____

COURSE OBJECTIVES	ACTIVITIES SELECTED	COMPLETION DATE

SUPERVISOR'S COMMITMENTS	DATES

_____ _____

Trainee's Signature Supervisor's Signature

APPRAISAL FORM CDA TRAINEE
NON-OBSERVATION ACTIVITY

Trainee's Name_____ Supervisor's Name_____

Course Objective_____

Activity_____

Describe your experience:

Do you feel you need more training in this objective?

Future training plans:

_____ _____
Trainee's Signature Supervisor's Signature

TRAINEE APPRAISAL OBSERVATION

Your Name_____Work/Role Title_____

Observation Date_____Time Started_____Time Ended_____

Number of children_____Age range of children_____

Where did observation take place?_____

Which class objective activity and competence was being observed?_____

_____

I. Describe - Prior to Observation:

A. The activity you plan to take place during this observation

B. The way you set up the physical environment for this activity

II. Complete immediate following observation:

A. What is your immediate reaction to this observation?

B. What actually took place...did the children respond the way you expected?

C. What were the positive things that happened?

D. What were the areas of difficulty?

E. What changes would you make if you were to repeat this activity?

SUPERVISOR APPRAISAL OBSERVATION

Trainee's Name_____Work/Role Title_____

Observation Date_____Time Started_____ Time Ended_____

Supervisor's Name_____

Number of Children_____ Age Range of Children_____

Where did the observation take place?_____

Which class objective activity and competence was being observed?_____

_____

I. Describe:

A. Evidence of advance planning

B. Physical setting

C. Activities

II. Your reaction to this observation:

III. Positive things that happened:

IV. Areas of difficulty:

V. Suggestions for changes:

VI. Evaluation of observed competence:

competent needs more training

_____ _____

Supervisor's Signature Trainee's Signature

EARLY CHILDHOOD EDUCATION 191

COURSE OBJECTIVE

1. To emphasize extended learning experience and the further use of skills in the areas of music, dance, creative movement, and puppetry.

CDA COMPETENCE EQUIVALENT

Advance physical and intellectual competence.

Functional area: Creative

ACTIVITIES FOR TRAINEE

1. Select two of the curriculum areas mentioned above and for each area list five ways in which these areas can enhance a child's experience in the classroom.

2. Arrange a time for observation with the supervisor during which you present a group time with the children demonstrating a new activity that involves music, dance, creative movement or puppetry.

3. Locate a community person or group who would be willing to work with the children either in dance, music, creative movement or puppetry. Invite them to the classroom and write a description of the activity that takes place.

4. Contact local resources such as NAEYC, the University of Washington, the Deparmtent of Parks & Recreation, and local school districts to find if workshops in the areas of music, dance, creative movement, and puppetry will be offered during the time of this class. If so, make arrangements to attend the workshop and write a brief summary.

MATERIAL FOR PORTFOLIO

1. Describe the children's reaction to the visitor you invite to your room. Discuss your involvement in terms of planning, what changes you would make if you were to repeat the activity, and what you feel the children gained from the session.

2. If you are able to attend a workshop or class, describe the ways in which you hope to use some of the information in your daily program. If the training was not useful to you, explain why.

3. Explain why you feel it is important to introduce new material to children. Explain the outcome of one of the times when you have tried something new.

4. Elaborate your list of ways creative activities might enhance a child's experience in the classroom. Explain why you do this, and how you feel it affects the program.

COURSE OBJECTIVE

2. To be able to state the goals of the curriculum and experiences one is presenting.

CDA COMPETENCE EQUIVALENT

Advance physical and intellectual competence.

Functional area: Cognitive

ACTIVITIES FOR TRAINEE

1. List the curriculum areas that are covered in your classroom either formally or informally. For each curriculum area that is emphasized list three goals. These goals might be your perception of the program or they may be more formally stated with the support of other staff members or the supervisor.

2. Select a curriculum area such as science, math, music, art, and for that area select three specific activities. Make a chart of the general goals of that curriculum area and then the goals of the specific activities.

3. Make goal charts for the major areas in the classroom such as block area, housekeeping area, quiet area, and table toy area and post them in the appropriate area. This should be done in conjunction with the other classroom staff members.

4. Observe another classroom for a minimum of half an hour. Select three activities that were observed and assess the goals of the activities and whether or not you felt the goals were achieved. If not, what changes would have made the activity more successful?

MATERIAL FOR PORTFOLIO

1. Include a sample of the goals you write up for the various areas of the room. Explain how you expect they might be useful. Note any reactions from either parents or children.

2. Summarize the goals you have for your children and explain:

   a) how they were developed
   b) how you determine if they are achieved
   c) whether or not the goals fit your style of teaching and working with young children.

3. Describe your impressions while observing another classroom. Discuss why or why not the goals were achieved in the activity you observed. What did you learn from this experience that you might be able to apply to your own classroom?

COURSE OBJECTIVE

3. To utilize bulletin boards and related visual materials for children and parents in the classroom.

CDA COMPETENCE EQUIVALENT

Establishes and maintains a safe and healthy learning environment.

Functional area: Learning Environment

ACTIVITIES FOR TRAINEE

1. Determine the areas in the classroom that can be used for displays. If there are unused areas, plan a display of some sort. For regularly used bulletin boards, reorganize or set up a new display with the cooperation of other staff members. A written description of the bulletin board potential and a report of your project should be part of this activity.

2. Develop a yearly plan for a bulletin board or display area in the classroom. The plan should reflect new ideas monthly. Carry out the plans for at least one of the months.

3. Plan and set up a bulletin board that is oriented to the parents in the program. The display might revolve around a theme such as nutrition, children's health, or safety tips in selecting toys. Include pictures, news clippings, government reports, or photographs.

4. Choose a theme and coordinate all the display areas in the classroom. Some might be directed to adults, others for the children, but all should be based on the same theme or idea.

5. Create an alternative to traditional bulletin board displays. Some ideas might include a mobile display, a table display, a touch display.

MATERIAL FOR PORTFOLIO

1. Draw a diagram of the display areas in your room and indicate the ones you helped create. Describe the children's reaction.

2. Take pictures of any bulletin boards you developed and explain why you used the idea, how the children responded and any changes you would make next time.

COURSE OBJECTIVE

4. To evaluate one's strengths, weaknesses and educational beliefs.

CDA COMPETENCE EQUIVALENT

Functional area: Personal Qualities

ACTIVITIES FOR TRAINEE

1. With the assistance of the instructor, supervisor, and other trainees, develop a checklist that includes important classroom skills. Some of the CDA competencies themselves may be used, but the form should reflect the individual values of the group. After an acceptable form is developed each participant should assess themselves in terms of strengths and weaknesses in those skills. A group discussion should bring out such things as the value of a self evaluation, how such forms can be used, and how often they should be administered.

2. Write a brief statement about your educationai beliefs focusing on the relationship between teacher and child, the role of the parents in a program, and your beliefs about structured versus a non-structured classroom. After completing the statement assess how those educational beliefs conform or contrast with the actual functioning of your classroom. Explain why you are not able to implement some of your ideas.

3. Formulate a statement about your educational beliefs and then list and explain factors that you feel have contributed to those beliefs. (Parents, school, one's own experience in the classroom, books, etc.)

4. Keep a personal log containing an on-going report on the strengths and weaknesses you perceive in your performance in the classroom. The log might be kept in the form of a diary where successes and failures are brought up, where factors that make one feel strong or weak are discussed, and where progress is reported. The log need not be shared with the supervisor, but there should be some form of discussion about the material contained in the log.

MATERIAL FOR PORTFOLIO

In addition to material in each of the 13 functional areas of a portfolio, a candidate is required to include a brief, personal biographical sketch. It should be 100 words or less and reflect a personal philosophy of the candidate that might include reasons for working with young children, past training, plans for the future. The activities in this objective are all related to information that could be used in the personal statement.

COURSE OBJECTIVE

5. Become familiar with audio visual devices currently in use in Early Childhood centers.

CDA COMPETENCE EQUIVALENT

Advance physical and intellectual competency.

Functional area: Language
Cognitive

Carries out supplementary responsibilities related to children's programs.

Functional area: Staff

ACTIVITIES FOR TRAINEE

1. Arrange for the use of one of the following pieces of equipment: (School districts, libraries, and community colleges have audio-visual equipment which might be borrowed).
   a. film projector
   b. film strips
   c. sound film strips
   d. 16mm movie
   e. super 8 movies

   An appropriate selection of children's material should be made. Keep in mind the subject matter, the length of the film, and how your room arrangement can accommodate audio visual equipment. Write a brief summary of your presentation.

2. Demonstrate how to use the five pieces of audio visual equipment most often used in early childhood education classrooms--film projector, film strip projector, slide-tape projector, tape recorder and record player.

3. Develop a plan for using a tape recorder with a small group of children. Either play pre-recorded sounds and plan for a discussion or allow the children to record and hear their own voices. Write a description of the experience.

4. There is considerable controversy over the use of televisions in child care centers. Numerous articles and books have been written about the pros and cons of TV viewing for preschool children. Preview at least three articles on the effects of television on young children and write a statement about your feelings on the use of TVs in child care programs.

MATERIAL FOR PORTFOLIO

1. Make a list of the audio visual equipment that you use in your classroom. Indicate how frequently it is used, how the children respond, and whether or not you enjoy the equipment.
2. Describe a tape of you and the children participating in a small group time. Include an explanation of your purpose and the outcome.
3. Explain the ways in which audio visual equipment can enhance language development.

COURSE OBJECTIVE

6. To understand the goals of two Early Childhood Education models.

CDA COMPETENCE EQUIVALENT

Carry out supplementary responsibilities related to the children's programs.

Functional area: Staff

Advances physical and intellectual competence.

Functional area: Cognitive

ACTIVITIES FOR TRAINEE

1. Select two of the following models in Early Childhood Education and become familiar with the programs through articles, brochures, books, curriculum guides, or discussions with the supervisor.

   After becoming familiar with the programs visit at least one classroom representative of the two selected models.

   After the visit write a brief report on the differences and similarities between each of the selected models and compare with your own classroom.

   Montessori
   Weikart's Cognitively Oriented Curriculum
   Nimnicht's Responsive Model
   Behavior Modification
   Open Classroom
   British Infant School
   Piagetian model
   Parent Education Cooperative

MATERIAL FOR PORTFOLIO

1. Write a brief report on your impressions of the models you selected.

2. Make a chart showing the differences between your program and the models you selected. Explain.

3. Explain why you would or would not like to work in a classroom using one of the models listed above.

COURSE OBJECTIVE

7. To develop a comprehensive lesson plan for one month with one week in detail.

CDA COMPETENCE EQUIVALENT

Positive functioning of children and adults in a group in a learning environment.

Functional area: Group Management

ACTIVITIES FOR TRAINEE

1. Make a chart of the daily schedule of the classroom with a breakdown of the time allowed for each activity.

   For a one month period fill in activities that will be carried out in the classroom. This may be done with the other classroom staff contributing ideas. The plan should conform to the schedule and organization that the classroom has been following.

   For a one week period plan activities in detail including such things as the stories that will be read, the songs used during music time, and individual plans for children who may need special attention.

MATERIAL FOR PORTFOLIO

1. Include your daily schedule and a sample lesson plan and explain why you organize your classroom in such a way.

2. Write an "ideal" schedule for your classroom and explain what would be required in order to implement it.

3. Explain the ways you are flexible in using your lesson plans. Cite specific examples of times when you have changed your plans. Describe the children's reaction to a change.

COURSE OBJECTIVE

8. To participate in the classroom seven hours per week with young children under supervision.

CDA COMPETENCE EQUIVALENT

It is assumed that a CDA trainee will be working in a classroom as part of their jobs as Head Start employees.

ACTIVITIES FOR TRAINEE

Accomplished.

MATERIAL FOR PORTFOLIO

1. Describe the classroom where you work and include such things as room arrangement, a description of the playground, and the names and job titles of the people who work at the center.

2. Include photographs of the children in the center and describe such things as their ages, the type of community they live in, special needs.

3. Describe your job responsibilities in detail and explain the ways in which your job responsibilities are satisfactory and the ways they are not.

COURSE OBJECTIVE

9. To be aware of each child's individual differences.

CDA COMPETENCE EQUIVALENT

Build positive self concept and individual strength.

Functional area: Individual Strength
Self Concept

ACTIVITIES FOR TRAINEE

1. Write a brief description of the children in your classroom focusing on such things as interests, favorite activities, problem areas, and the way each child fits in with the group. By writing such a description you will hopefully become more aware of the uniqueness of each child.

2. Plan five activities which center on self concept and individual strength. Allow for flexibility, variety, and creativity. Such activities might include art projects, field trips, displays, or bulletin boards, but the main emphasis should be on the individual.

3. List the ways in which you feel self concept is reinforced in your classroom. Include activities, or special tasks that are available for the children.

4. Arrange to take photographs of each of the children in the classroom and then make a poster with the child's name printed beneath the picture.

5. Explain why you feel self concept should be emphasized in a classroom with young children. What are the end results of a good self concept? a poor self concept? How does it affect the make-up of a group of children?

MATERIAL FOR PORTFOLIO

1. Include a sample of the photographs you took of the children. Explain why you did it and the children's reaction.

2. Explain how you became more aware of certain children by taking the time to describe each of them. Give specific examples.

3. Describe some of the activities you carry out that relate to self concept.

COURSE OBJECTIVE

10. To keep a log of weekly practicum experiences. Three narrative reports will be required.

CDA COMPETENCE EQUIVALENT

Supplementary responsibilities related to children's programs.

Functional area: Staff

ACTIVITIES FOR TRAINEE

This course objective should be completed by the material that the trainee includes in the portfolio.

MATERIAL FOR PORTFOLIO

Material for all activities in the course would fit into this objective.

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